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ABSTRACT

This federally funded project's goals were to provide a competency-based training program that would enable Western Michigan University graduate and undergraduate students to meet Michigan's endorsement requirements for teaching physical education to handicapped individuals, and to provide direct services to handicapped children in the Kalamazoo (Michigan) Public School District and surrounding areas. The final report describes project accomplishments in terms of course offerings, numbers of students enrolled, practica experiences, and cooperative relationships. As a result of the project, 15 graduate students completed sufficient credits to receive full approval as teachers of physical education for handicapped individuals and 16 students had applied for approval. In addition, 210 children enrolled in the Special Physical Education Learning Laboratory were provided with assessment, prescription, and program implementation. Appendixes, which comprise over half of the report, include: brochures and forms, evaluation instruments, management plan, dissemination plan, Michigan competency requirements, and results of project evaluation by graduate students and by parents of children with disabilities. (JDD)

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Competency-Based Training Program
Teachers of Physical Education for
Handicapped Individuals - Summer Institute
Grant Number G008630197

Billye Ann Cheatum

EC 300219

BEST COPY AVAILABLE

SUMMER INSTITUTE

FINAL REPORT

1986-1990

EC 300219

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SUMMER INSTITUTE FINAL REPORT
1986-1990

COMPETENCY-BASED TRAINING PROGRAM - TEACHERS OF PHYSICAL EDUCATION FOR HANDICAPPED INDIVIDUALS

There were two broad purposes of the project. The first was to provide a Competency-Based Training Program which would enable Western Michigan University graduate and undergraduate students to meet the State of Michigan endorsement requirements for an Approval as a Teacher of Physical Education for Handicapped Individuals. The second was to provide direct services to handicapped children in the Kalamazoo Public School District and surrounding areas.

I. PROGRESS DURING GRANT PERIOD

A. 1. SUMMARY OF OVERALL PROGRESS-REFER TO A-2 THROUGH A-6

2. OBJECTIVES ACCOMPLISHED TO DATE AND THOSE ANTICIPATED TO BE COMPLETED DURING THE REMAINDER OF THE YEAR.

(A) Objective: Provide a graduate endorsement program in the format of a Summer Institute for 32 students (16 in 1986-87 and 16 in 1988-89) who have a Bachelor of Science degree in physical education or special education which would enable the students to add the endorsement as an Approved Teacher of Physical Education for Handicapped Individuals to their teaching credentials.

Accomplishments 1986-87: The Summer Institute Program was started in July of 1986 with the following courses offered:

PEGR 520 (3 hours)
PEGR 521 (3 hours)
PEGR 600 (2 hours)
PEGR 712 (2 hours)
SPED 530 (3 hours)

Courses offered during the Summer of 1987

PEGR 712 (2 hours)
PEGR 648B (3 hours)
SPED 560 (3 hours)
SPED 588 (3 hours)
PEGR 500 (3-5 hours)

There was an unavoidable delay in notifying recipients of grant awards in 1986. Western Michigan University received verbal notification approximately three weeks prior to the June 1, 1986 starting date. This left insufficient time for the administrators to secure the targeted number of 16 graduate trainees. Over 4,500 flyers and/or letters were sent to: (1) all the Colleges and Universities in the United States who grant bachelor's degrees in physical education and special education; (2) Michigan special education and physical education students who participated in the Michigan Special Olympics programs; (3) physical education teachers in the surrounding counties; and (4) personnel directors of Intermediate School Districts (Appendix A). A special effort was made to send the material to schools, organizations and universities that portray a racial and ethnic balance. Out of the 13 students accepted for the First Summer Institute, 12 are non-minority and 1 is Black. In an effort to bring the number of students enrolled for the second summer of the Summer Institute Program to the targeted number of 16, two additional students were accepted into the program in September. One of the two was a black woman and the other was a non-minority. Therefore, we had a total of 15 students, 13 non-minority and 2 Black. Two students Debra Boersma and Tim Maczinski did not return to WMU for the second half of the Summer Institute and did not notify the project director until the first day of classes. This left the program shy of the targeted number, sixteen. Therefore, two additional graduate students (Tom DeMaagd and Jose Vera) were accepted into the program in September and provided partial support during the remainder of 1987-88.

The students were as follows:

Janet Michaels	363 46 8402
Tammy Oliver	367 74 7563
Lavonne Klomp	374 58 2350
Greg Edwards	370 60 8814
Debra Boersma	327 50 6302
Jackie Shimp	399 52 0733
Margaret McKee	362 34 1648
Pamela S. Kitchen	378 70 9868
Pamela Witzman	273 64 5380
Thomas J. Park	380 44 7828
Tim Maczinski	371 74 1050
Terry Cooper	378 58 4178
Barbara Wait	362 64 0578
Marcia Karwas	372 50 6879
Vestina Hawkins	373 66 6600

In addition to the students accepted for the Summer Institute Program, there were three graduate and undergraduate students enrolled in the courses in the summer of 1987. During Fall of 1987 there were 17 graduate students and 11 undergraduate students who were not receiving federal funds enrolled in PEGR 520 and 6 undergraduates and 1 graduate in PEGR 521. During the Winter Term there were 11 undergraduates also enrolled in PEGR 648B who were not receiving federal funds.

Accomplishments 1988-89: The Summer Institute Program was started in July of 1986 with the following courses offered in the Summer of 1986 and again in 1988.

PEGR 520 (3 hours)
PEGR 521 (3 hours)
PEGR 600 (2 hours)
PEGR 712 (2 hours)
SPED 530 (3 hours)

Courses offered during the Summer of 1987 and 1989

PEGR 712 (2 hours)
PEGR 648B (3 hours)
SPED 560 (3 hours)
SPED 588 (3 hours)
PEGR 500 (3-5 hours)

Students enrolled in the Summer of 1988-89 were

George Armstrong
Cherly Clayborne
Tom Dryer
Suann Gozdecki Faulkner
Katy Foster (Lutomski)
Val Lauer
April Ruzick
Vicky Smith
Kathy Sochacki
Dale White
Lisa Van Appledorn
Angie Weatherly
Charlene Huntoon (89 only)
Carol Sands (89 only)
Janice Collins (89 only)
Jose Vera (89 only)
Brad Leazenby (88 only)
David Hoopingarner (88 only)

In addition to the students supported by Federal Funds, 3 graduate students and 8 undergraduate students were able to enroll in the Approval Program.

(B) Objective: Provide an undergraduate and graduate endorsement program which will be available during the Fall, Winter, and Spring Sessions.

Accomplishment: During the Fall and Winter Semesters of 1986, 87, 88, and 89 and Winter of 19 the following courses for the approval or required background courses for the approval were offered, PEPR 320, 321, 325, 101, 132, and 139, PEGR 520, 521 and 648, and SPED 530 560 and 588. The schedule of courses during the fall, winter and spring were:

FALL	WINTER	SPRING
UNDERGRADUATE	UNDERGRADUATE	UNDERGRADUATE
PEPR 320-3	PEPR 420-3	PEPR 400
PEPR 321-3	PEPR 400-4	SPED 530
PEPR 325-3	SPED 560-3	
SPED 530-3	SPED 530-3	
SPED 588-3	SPED 588-	
GRADUATE	GRADUATE	GRADUATE
PEGR 520-3	PEGR 521-3	PEGR 712-4
SPED 530-3	SPED 560-3	Elective
SPED 588-3	SPED 530-3	PEGR Activities-3
	SPED 588-3	SPED 530
	PEGR Elective-3	
	PEGR 648-3	

(C) Objective: Provide practica sites in the Kalamazoo Public Schools and the Western Special Physical Education Learning Laboratory to enable undergraduate and graduate students to complete the required practica.

Accomplishment: During the Summer Institute Programs each of the graduate students enrolled in the Summer Institute and undergraduate students enrolled in one or more of the Special Physical Education courses was assigned laboratory experiences as part of the course

requirement. In addition, each of the Summer Institute students was enrolled in PEGR 712 Field Experience which consisted of seventy-five hours of laboratory work for two hours of credit each summer. Each student was responsible for providing direct services to handicapped children including assessment, prescription and implementation of individualized activities.

The summer laboratory program for handicapped children centered around sports, aquatics and therapeutic activities (Appendix B). Notices were sent to parents of handicapped children located within the Kalamazoo area. Special effort was made to contact a proportionate number of ethnic, minority and handicapped children by visiting teachers and facilities that accommodate groups that are traditionally under-represented. Direct services to children and the types of children who received services include:

SPRING 1987

308 direct hours of intervention activities
44 children one or more hours per week
Disabilities
1 aphasic
12 ocular motor
5 cerebral palsey
13 mentally impaired
7 learning disabled
2 emotionally impaired

SUMMER OF 1987

46 handicapped children enrolled in the Special Education Learning Laboratory.
152 direct hours of program implementation were provided for the 46 handicapped children during each week.
760 direct hours of program implementation were provided for the handicapped children during the five weeks of the laboratory school.
20 graduate and undergraduate students provided the direct services.

FALL OF 1987

741 direct hours of intervention activities
(120-swimming, 297 hours-laboratory activities, 132 hours-fitness program, 192 hours-bowling)
12 clients one hour a week for swimming
38 children one hour per week for lab
22 children one hour per week for fitness
12 children 2 hours per week for bowling
84 children received one or more hours of intervention activities per week
Note: some children were enrolled in more than one activity.

WINTER OF 1988

496 direct hours of intervention activities
(100 contact hours in fitness program, 77 hours in swimming, and 319 hours in SPELL)
36 children one or more hours per week.
Disabilities:
3 ocular motor
4 mentally impaired
3 cerebral palsied
5 developmentally delayed
3 severely impaired
2 obesity
4 learning disabled
3 emotionally impaired
9 other

SUMMER 1988

216 direct hours of intervention activities
45 children one or more hours per week
13 graduate students
5 undergraduate students

FALL 1988

9 direct hours of intervention for 10 weeks
50 children one or more hours per week
10 graduate students
55 undergraduate students

WINTER and SPRING 1989

127 direct hours of intervention activities each week for 17 weeks
51 children one or more hours per week
12 graduate students
49 undergraduate students

During the Winter semester, there was a waiting list and no other students could be accommodated.

SUMMER 1989

192 direct hours of intervention per week
38 children one or more hours per week
16 graduate students
All children were reassessed plus 5 more

FALL 1989

108 hours of direct intervention per week for for 10 weeks
43 children one or more hours per week
7 graduate students
55 undergraduate students
7 additional children were assessed and entered the program during the semester

WINTER and SPRING 1990

153 direct hours of intervention activities each week for 17 weeks
40 children one or more hours per week
8 graduate students
50 undergraduate students
14 additional children were assessed and entered the program during the Winter and Spring terms

In most cases the ratio of Western Michigan University students to handicapped children was one to one (one Western student to one handicapped child).

During the learning phase of the Special Physical Education courses the high student-child ratio gives the Western students additional feedback from each other when learning to assess and plan programs for handicapped children. Each group was responsible for: (1) assessing the handicapped child; (2) planning a program of

activities for the child; (3) teaching the activities; and (4) evaluating the effect of the program. In addition, records of daily, weekly, and semester goals and activities were recorded by the Western student and placed in the child's folder (Appendix C).

Parents of the handicapped children were interviewed by the graduate students during the first day of the laboratory (Appendix D). Programs for the children were then designed to accommodate the desires of the parents, needs of the child, and the recommendations of the Occupational Therapist, Physical Therapists, and family physician. At the end of the program, Evaluation Forms were mailed to the parents to solicit information on the influence of the Special Physical Education Learning Laboratory on their Child. A summary of their responses appears in Appendix E.

A report of an analysis of the areas of Southwestern Michigan from which the children come to SPELL was presented at the Annual School of Education Research Convocation in March 1990.

20 communities from outside Kalamazoo
159 children have been assessed, have received special programs or both

A report of the findings of a SPELL parent survey was presented at the Annual School of Education Research convocation in March 1990.

In most cases the ratio of Western Michigan University students to handicapped children was one to one (one Western student to one handicapped child).

(D) Objective: Increase the probability that Special Physical Education services that meet the needs of handicapped children within the state of Michigan can be provided by qualified personnel.

To receive a full approval a physical education or special education student must complete 22 semester hours of course work in a program of study that fulfills the competencies established by the Special Education Department of the State of Michigan (Appendix F). This includes: (1) nine semester hours of course work in the opposite field of study; (2) nine semester hours of course work in special

physical education; and (3) four semester hours of course work in field experience. Completion of the program not only enables students to meet the requirements for a Michigan Special Education Service Area approval as a Teacher of Physical Education for Handicapped Individuals but also meets the State Department of Physical Education certification requirements for a minor in Special Physical Education.

Accomplishment: 86-87 Institute: By June of 1988 fifteen graduate students funded by the project had received sufficient credit to receive a full approval as a Teacher of Physical Education for Handicapped Individuals.

88-89 Institute: As a result of the Summer Institute 16 graduate students funded by the project five graduate and undergraduate students had received sufficient credit to apply for a full approval as a Teacher of Physical Education for Handicapped Individuals.

(E) Objective: Increase the probability that Special Physical Education services that meet the needs of handicapped children within the state of Michigan can be provided by qualified personnel.

Accomplishment: During the summer of 1986 and 1987 thirteen graduate students received full tuition for 13 semester hours of course work and stipends of $80.00 a week for 6 weeks. Each student received a total of $1331.50. During the Fall term, two additional students were enrolled in the program and received full tuition reimbursement for six hours of course work.

During the summer of 1988 and 89, eighteen students received full or partial tuition support from the project and stipends of $80.00 per week.

(F) Objective: Provide financial support for a portion of the faculty and staff necessary for the Summer Institute program.

Accomplishment: Federal Funds were expended for the following personnel:

(1) Project Director	Project Coordinator
50% time-Spring Session	50% time-Spring Session
100% time-Summer Session	50% time-Summer Session

(2) Project Secretary:

$5.75 an hour x 20 hours a week= $115.00

(3) Special Education Teacher:

In order to provide SPED at a time when the project students could be enrolled in the course, it was necessary to use part of the grant money to provide the three hour course. The funds were those remaining in the fringe benefit area when WMU changed the method of calculating fringe benefits.

(G) Objective: Provide financial support for a laboratory assistant to assist in the supervision of the on-campus laboratory during the Summer Institute and Fall, Winter semesters and Spring term.

Accomplishment: Marcia Karwas a graduate student in Special Physical Education was employed as the laboratory assistant during the Fall, Winter of 1986-87. Jose Vera was employed as a graduate assistant during the Summer Institute. Marcia Karwas and Tom DeMaagd were employed during the Fall and Winter Terms of 1987-88. Jose Vera was employed during the Summer of 1988. David Hoopingarner was employed during the Fall, Winter Terms of 1988-89 and 1989-90. Jose Vera was employed during the Summer of 1989.

ACCOMPLISHMENTS COMPLETED DURING THE PROJECT TIME FRAMES

3. FINDINGS TO DATE

NOT APPLICABLE except for the results of the assessment, prescription and program implementations for the children who attended the Special Physical Education Learning Laboratory and the results of the evaluations completed by the graduate students (Appendix G) and parents of the children attending the Special Physical Education Learning Laboratory (Appendix E).

4. PRODUCTS TO DATE

Video tapes were used for the assessments, selected individualized programs of children who attended the Special Physical Education Learning Laboratory and training procedures for both undergraduate and graduate students who participated in the on-campus or off-campus

practica sites. Initially, video taping procedures were used to assist in the training of the graduate and undergraduate trainees. Inter-rater reliability was determined by comparing trainees scores to pre-recorded video-tape observation. Additional systematic observation training was facilitated through video-tape observations and subsequent evaluations by project personnel. The video-tape was also used to spot check the reliability of the assessment of the students and the performance of the project students during the implementation of the program.)

Evaluation instruments developed for the program include student evaluation, parent evaluations and a check list used for systematic assessment of the graduate students' performance in practica experience (Appendix E, G, and H).

5. SIGNIFICANT ACCOMPLISHMENTS

The most significant accomplishments were: (1) providing stipends and also 24 hours of tuition toward a Michigan Approval as a Teacher of Physical Education for Handicapped Individuals for students accepted into the training program during the four years of the two Summer Institutes; and (2) providing assessment, prescription and program implementation for 210 children who were enrolled in the Special Physical Education Learning Laboratory during the four years of the project

6. PROBLEMS IN MEETING TIME FRAMES OR OBJECTIVES

The only problem encountered was trying to maintain 16 graduate students for the Summer Institute when students often failed to notify the project director when they were not returning until the day classes started.

Reaching potential students was a problem, at first. However, by the second year of the project, it was determined that advertizing in selected newspapers was the most efficient way to reach recent graduates from bachelor programs. This method proved to be more effective than using placement services, sending notices to Special Education and Physical Education departments and advertizing in national publications.

B. CHANGES IN PLAN

None

C. CHANGES IN KEY STAFF

There were no changes in the key staff.

D. COOPERATIVE RELATIONSHIPS WITH PUBLIC AND VOLUNTARY AGENCIES

(1) INTER-UNIVERSITY PROGRAMS: The impact of the project on other programs at Western Michigan University is noticeable by responses to the laboratory program and support offered by the Speech Pathology, Occupational Therapy and Special Education departments. When children are enrolled in programs sponsored by one of these departments references are often made to other departments to fulfill secondary needs of the child. When we enroll one of these children in the Special Physical Education program, a special effort is made to contact and then to cooperate with the therapist in planning a program of activities that will augment the overall therapeutic program for the child. The Special Education and Speech Pathology departments have learning laboratories and refer children who need gross motor activities to the Special Physical Education Program. It is not uncommon for a child to go from one service to another in a single day. This requires scheduling the laboratory participation of the child to accommodate schedules of the other departments on campus.

(2) OTHER AGENCIES: Some of the children who attend the Special Physical Education Learning Laboratory are residents of Lakeside Home for Boys and Girls. These are emotionally impaired children who reside at the home but attend selected programs in Kalamazoo, Michigan. The children are placed with other children and graduate students who can serve as role models in assisting the child to meet social and emotional goals. Social service agencies also cooperate with our laboratory. Each semester we have approximately 3-5 children who attend the laboratory through the services of Kalamazoo social service agencies.

(3) PARENTS: In addition to parent interviews, (Appendix D), parents are kept up to date on the planned program of activities for their child and the response of the child to the program. The schedule of activities for each day and the response of the child to the particular day's activities are kept on Daily Lesson Plan Activity sheets that are available to the parent (Appendix C). Parents are also involved in making recommendations for activities

for their children. In some cases parents have definite ideas on the special physical education needs of their children such as riding a bicycle or tricycle, etc., and these are incorporated into the daily lesson plans. During the Fall and Winter Semesters in-service workshops are often held by members of the project staff to educate the parents, teachers and intervention specialists who work with children enrolled in the Special Physical Education Learning Laboratory.

(4) STATE DEPARTMENT OF EDUCATION: Western Michigan University planned the Summer Institutes and the Fall, Winter, Spring Academic Year Programs to meet the State of Michigan Special Education Service Area competencies required for obtaining an Endorsement as an Approved Teacher of Physical Education for Handicapped Individuals. Close contact is maintained with Dr. Theodore Beck, Michigan Special Education Services area to keep up to date on any proposed changes in requirements.

II. PROPOSED ACTIVITIES

A. WORK PLAN FOR NEXT PERIOD

Not applicable

B. PROPOSED CHANGES

Not applicable

C. DISSEMINATION PLAN

While the dissemination plan remained the same, members of the project staff have made the following presentations or have submitted papers that have been accepted for presentation at the designated conferences:

(1) Michigan Association for Health, Physical Education and Recreation November 14,15, 1986.

A "Individualized Physical Education" MAHPERD State Convention, Traverse City, MI. Nov. 17 1987. Dr. Berkey

B. "Contracting Skills and Expectations in Professional Programs. AAHPERD FEB. 19, 1988, Dearborn, MI. Dr. Berkey

C. "An Examination of Orthoptic Vision and Balance Performance of non-handicapped and learning disabled children". 103rd Convention of AAHPERD. Kansas City, Mo. April 9,1988. Dr. Berkey

D. "Self-Assessment Skills Among Student Teachers." 103rd Convention of AAHPERD. Kansas City, MO. April 9, 1988. Dr. Berkey

E. "Assessment & Intervention Programs for Children with Learning Problems". Intervention teachers of Kalamazoo, Public Schools. March, 1988. Kalamazoo, Mich. Dr. Cheatum

F. "Sensory Integration Problems and Recommended Program Development for Learning Disabled Children", March 1988, Allegan Association for Children with Learning Disabilities. Dr. Cheatum

G. "Analysis of the Developmental Survey and Implications for Intervention Activities for Children with Learning Problems" January 1988, Workshop for Woods Lake and Oakwood Elementary School Teachers. Dr. Cheatum

H "Individualized Intervention Activity Programs for Children with Learning Problems." April 1988. Workshop for Woods Lake and Oakwood Elementary Techers. Dr. Berkey

I. Exemplary Training Programs in Special Physical Education. Workshop on grant writing techniques. Federal Office of Special Education and Southern Illinois, Chicago, Illinois. September 1988. Dr. Cheatum

J. Analysis of the Developmental Survey and Implications for Intervention Activities. Workshop with two hour presentation for 50 elementary school teachers. Bernhard Center, January 1989. Dr. Cheatum

K. Sensory Integration Problems and Recommended Program Development for LD Children. Allegan Intemediate School District. Allegan, MI. March 1988 Dr. Cheatum

L. Assessment and Intervention Programs for Chileren with Learning Disabilities/Problems. Kalamazoo Intervention Teachers. Kalamazoo Public Schools Administration Building, Kalamazoo, MI. March 1988. Dr. Cheatum

M. Implications of Proprioceptive Screening Tests for Learning Disabled Children. 7th International Symposium of Adaptive Physical Activity, Berlin, Germany, June 1989. Dr. Cheatum

N. Auditory and Tactile Scoring Aids for Visually Impaired Bowlers. 7th International Symposium of Adaptive Physical Activity. Berlin, Germany June 1989. Dr. Cheatum

O. Overview of Assessment Data of Woods Lake, Oakwood and Spring Valley Low Achieving Children. May 31, 1989. Dr. Cheatum

P. Adaptive Physical Education for the EMI and TMI Student. Educable Mentally Impaired Conference Sponsored by Special Education Services, Lansing MI. May 3, 1989. Dr. Cheatum

R. Assessment and Program Implementation of low achieving children. Spring Valley Elementary School Teachers. December 1988. Dr. Cheatum

S. APE Issues-Session I: Presentation on five current issues. MAHPERD. Battle Creek, MI. November 4, 1988. Dr. Cheatum

T. APE Issues-Session II: MAHPER, Battle Creek, MI. November 5, 1988. Dr. Cheatum

Publications:

A. Cheatum, B. A. International special Olympics/ uniting the world, Palaestra, Fall 1988. 22-26, 35.

B. Cheatum, B. A. Special events, a little taste of hoosier hospitality, Palaestra, ISSOG, 32-35, 51.

C. Cheatum, B. A. Book Review. Assessment of Special Children. Witt, J. C., Elliott, S. N. Grenshan, F.M. and Kramer, J. J. Adapted Physical Activity Quarterly, Winter, 1989-90.

D. Cheatum, B. A., Gesink, J. W., Markward, S., Pike, S. and Burke, P. Auditory and Tactile Scoring Aids for Visually Impaired Bowlers, Adapted Physical Activity, an Interdisciplinary Approach, Springer-Berlay, Berlin, Heidelberg, New York, 1990.

Dissemination will also occurred through the speeches and articles presented to the organizations listed in Appendix J.

PLANNED OR ACCOMPLISHED DISSEMINATION OF PROJECT INFORMATION

Recruitment of the students has also proved to be an effective means of disseminating information about the major components of the program. Recruitment activities involved distributing over 4500 flyers and approximately

500 letters to colleges and universities who offer a Bachelor of Science degree in physical education and/or special education, public school personnel in Southwestern Michigan, Intermediate School Districts in Michigan and to people who have volunteered their services for the Michigan Special Olympic Games.

Dissemination of information has also occurred through: daily contact with parents of handicapped children attending the Special Physical Education Learning Laboratory and exchanging information with personnel from the State Department of Education and professionals who attend conventions attended by members of the project staff. Parents were also interviewed by the graduate students when their child began the laboratory experience and were subsequently provided an overview of the program designed and implemented for their child. The handicap of some of the children is such that they will benefit from home programs. When this is the case, parents were provided with written home programs designed to augment the activities implemented in the Special Physical Education Learning Laboratory.

Members of the project staff have also been requested to present in-service workshops at local elementary schools and to attend parent-teacher conferences.

Dissemination occurred through the attendance of the Director and Project Coordination at National and State Associations of Adapted Physical Education and the American Association of Health, Physical Education, Recreation and Dance. Ideas, projects, assessment tools and evaluation methods were then compared with directors of other laboratory schools.

The final and most important dissemination of the project will be the future employment of the graduates who will receive a State of Michigan endorsement as an Approved Teacher of Physical Education for Handicapped Individuals and the direct and indirect service they provide to handicapped children within the State of Michigan.

In some cases local communities have been forced to reduce the number of teachers. Priority has been given to physical education teachers who have an approval in the Teaching of Physical Education for Handicapped Individuals.

D. REVISED PERSON LOADING CHART

There was no revision in the loading chart

E. BUDGET

(1) Additional Justification of the original budget is presented in Appendix K.
(2) Applicant contributions

1987 Applicant Contribution	Support from Grant
PEGR 648-B Cheatum 3 hrs	PEGR 521-Cheatum 3 hrs
1/6 FTE of Summer Salary	PEGR 648-B Cheatum 3 hrs
SPED 560 3 hrs	partial support
SPED 588 3 hrs	PEGR 712-Berkey 2 hrs

Support during the Summers of 1988 and 1989 was the same as 1986 and 1987 except applicant increased financial support for the project director to 2/6 FTE in Summer of 1989 and 3/6 FTE in Summer of 1990.

ACADEMIC YEAR PROGRAM

Fall	Applicant Contribution	Grant Contribution
	SPED 530 - Staff	
	SPED 588 - Staff	
	PEGR 520 - Cheatum	
	PEGR 320 - Cheatum	
	PEGR 641 - Berkey	
	PEPR 344 - Berkey	
	PEGR 648A- Berkey	
	PEPR 321 - Cheatum	
	PEPR 400 - Cheatum/Berkey	
	PEPR 101 - Berkey	
	PEPR 132,134 - Staff	

Winter	Applicant Contribution	Grant Contribution
	PEGR 648B - Cheatum	
	PEGR 521 - Cheatum	
	PEPR 400 - Berkey	
	PEPR 101 - Berkey	
	PEGR 642 - Berkey	
	SPED 530 - Staff	
	SPED 518 - Staff	
	SPED 560 - Staff	
	PEGR 712 - Cheatum/Berkey	

APPENDIX A FLYER-RECRUITMENT OF STUDENTS

POSITION AND GRADUATE ASSISTANTS ANNOUNCEMENT

GRADUATE ASSISTANTS (5) / RESEARCH ASSISTANT (1)

Candidate must have B.S. in P.E. or Special Education and be eligible for Graduate Status at Western Michigan University. Will work 10 months of the academic school year. Candidate will assist in Federal Grant Activities including assessing, planning and implementing individualized programs for elementary school children. STIPEND - $450/mo. plus 18 hr. tuition waiver.
Contact: Dr. Billye A. Cheatum, Dept. of H.P.E.R., Western Michigan University, Kalamazoo, Michigan 49008

GRADUATE ASSISTANTS (16)

SUMMER INSTITUTE-1988 AND 1989

A Summer Institute designed to enable graduate students holding a bachelors degree in Special Education or Special Physical Education to recieve an approval in the teaching of Physical Education for Handicapped Individuals. Each student will attend a 12 semester hour Summer Session in 1988 and a 12 hour Summer Session in 1989. They will recieve a full tuition grant for 24 graduate hours of study plus a stipend of $80.per week for 7 1/2 weeks.
Contact: Dr. Billye A. Cheatum, Dept. of H.P.E.R., Western Michigan University, Kalamazoo, Michigan 49008, 616-383-4984

GRADUATE ASSISTANTS (7)

PENDING FEDERAL FUNDING

Seven graduate students will be enrolled in a 31 hour competency-based Master's Program in Special Physical Education. This includes:
(1) 22 hours of required course work necessary to obtain a State of Michigan Approval as a Teacher of Physical Education for Handicapped Individuals.
(2) 7 hours of core courses required for all graduate students in the Department of Physical Education.
(3) 2 hours of Independent Study.
Stipends will be paid for a 10 month period- (Sept. to June) at $500 per month and there will be a tuition grant for the 31 hours of graduate courses. There will also be $150. book allowance each term and $250. of travel allowance for professional meetings.
Contact: Dr. Billye A. Cheatum, Dept. of H.P.E.R., Western Michigan University, Kalamazoo, Michigan, 49008
616-383-4984

APPENDIX B BROCHURE-SPECIAL PHYSICAL EDUCATION LEARNING LABORATORY

WESTERN MICHIGAN
UNIVERSITY

SPECIAL PHYSICAL EDUCATIONAL LEARNING LABORATORY

DEVELOPMENTAL MOTOR PROGRAMS
AND
PHYSICAL FITNESS ACTIVITIES
FOR CHILDREN
WITH SPECIAL NEEDS

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APPENDIX C FORMS FOR SPELL LAB

SEMESTER/SESSION IEP

CHILD _____ AGE _____ HANDICAPPED _____ SEMESTER _____

ASSESSMENT INSTRUMENTS _____

ABILITIES OF CHILD	PROBLEMS	PARENTS RECOMMENDATIONS

LONG TERM OBJECTIVES (BEHAVORIAL TERMS)	SHORT TERM OBJECTIVES

PERSON (S) COMPLETING FORM _____ DATE _____

DATE _____ DAILY LABORATORY ACTIVITIES GRAD. ASSISTANT _____

TIME ARRIVED _____ TIME LEFT _____ SUPERVISING TEACHER _____

SHORT TERM OBJECTIVES	ACTION	CONDITION	CRITERIA/TIME FRAME	ACCOMPLISHMENT

EQUIPMENT	COMMENTS

APPENDIX D PARENT INTERVIEWS

INTERVIEW QUESTIONS FOR PARENTS

Date_____

Child's name_____ Explain Handicap:_____

Relationship to child_____

Person completing form_____

1. How were you referred to the Special Learning Lab?

2. Does the child have any special medical limitations that we should observe such as epilepsy, asthma, heart murmur, etc.

3. What suggestions can you recommend to us to help get the child to respond in therapy?

4. What type of activities does your family participate in together?

5. Does the child need any special skills or activities you would like us to work on this term?

6. What services such, such as O.T. or P.T., are currently provided to the child?

7. Where does your child go to school?_____
   _____a) regular classes in a regular school?
   _____b) regular and special classes in a regular school?
   _____c) special classes in a regular school?
   _____d) special school?

8. How many times a week does the child have physical education and how long does the class last?

9. Does your child participate in a regular P.E. class or an adapted class for the handicapped?

10. Does your child participate in any type of sports? If so, which ones?

11. What are the total number of hours your child spends participating in sports every week? a) 0 - 2
    b) 2 - 4
    c) 4 - 6
    d) over 6

12. What difficulties does your child have that we should know about to better understand him or her?

APPENDIX E PARENT EVALUATIONS

PARENT EVALUATION OF SPECIAL PHYSICAL EDUCATION LEARNING (S-87)
LABORATORY

1. **What was the most beneficial part of the program for your child?**
   assessment motor skills upper body strength swimming
   positive strokes variety of activities 1 to 1 contact
   bulids self confidence all good

2. **What did your child like best about the program?**
   baseball swimming games the people lab socialization
   track more relaxed teaching the instructor

3. **What influence did the program have on your child at home? (happier, more relaxed, no influence, stronger, more coordinated, etc.)**
   more coordinated happier better physical self-concept
   more positive learned to tie his shoes
   stronger
   less bored

4. **Did the graduate students appear knowledgeable in the laboratory activities?**
   fair
   good-5
   dedicated
   don't know the background of each teacher

5. **Ability of the graduate student to interact with your child?**
   fair
   good-4
   enjoyable
   limited
   excellent

6. **Ability of the graduate student to interact with parents?**
   good-4 well informed
   better varies
   excellent

7. **Were you pleased with the variety of activities provided by the program.**
   good-4 very good
   adequate

8. **What suggestions do you recommend for the future?**
   share objectives with parents keep up the good work-2
   better organizatiion-2 shorter time with each child
   longer sessions

APPENDIX F STATE OF MICHIGAN COMPETENCIES FOR APPROVAL AS TEACHER OF PHYSICAL EDUCATION FOR HANDICAPPED INDIVIDUALS

R 340.1797

TEACHERS OF PHYSICAL EDUCATION FOR HANDICAPPED INDIVIDUALS: APPROVAL

Rule 97. A teacher of physical education for handicapped individuals shall posses a valid Michigan teaching certificate with approval in physical education, special education, or both, and shall complete all of the following:

(a) A minimum of 9 semester hours or 12 term hours in special education courses leading to the acquisition of all of the following competencies:

(i) Knowledge of the causes of various handicapping conditions and the effects of those conditions on learning.

(ii) Ability to assess physical education skills of individuals exhibiting various handicapping conditions.

(iii) Knowledge of special education teaching models which employ assessment-prescriptive techniques.

(iv) Ability to use community and staff resources within the special education environment.

(b) A minimum of 9 semester hours or 12 term hours in special physical education courses leading to the acquisition of all the following competencies:

(i) Ability to write in behavioral terms and assess instructional objectives for physical education for the handicapped.

(ii) Knowledge of motor characteristics, behaviors, and development sequences associated with various handicapping conditions in relationship to normal motor development.

(iii) Knowledge of anatomy, kinesiology, and neurology which pertains to normal and abnormal motor control and sensory motor integration for teaching physical education to severely handicapped and nonambulatory students.

(iv) Ability to adapt teaching methods, materials, and techniques for physical and motor fitness, gymnasium use, fundamental motor skills, aquatic skills, dance, individual and group games, and lifetime sports skills for the needs of the handicapped.

(v) Ability to analyze, adapt, and implement physical education curriculum in providing appropriate programs for a variety of handicapping conditions.

(c) A directed field experience in teaching physical education with handicapped persons in a school setting.

R 340.1798

TEACHERS OF PHYSICAL EDUCATION FOR HANDICAPPED INDIVIDUALS: ROLE

Rule 98. A special education reimbursed teacher of physical education shall provide instruction in physical education to special education students whose disability precludes integration into regular physical education classes. Teachers of physical education for handicapped individuals may provide supportive service to regular physical education teachers who have handicapped students integrated into their programs and to special education classroom teachers who are delivering physical education services.

APPENDIX G EVALUATION BY STUDENTS

SPECIAL ACTIVITIES

Which of the following "special activities" contributed most to your overall learning experience.

1. Parent talks/demonstrations

(1)	(5)	(8)	(5)	(2)	(8)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

2. Speakers in related professions

( )	(5)	(6)	(4)	(4)	(9)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

3. Special consultant in field of adapted physical education

(3)	(4)	(1)	(2)	(4)	(13)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

4. Field trips to related facilities

(6)	(2)	( )	( )	( )	(19)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

5. Field trips to related Michigan Special Education Personnel/workshops

(6)	(1)	( )	( )	( )	(19)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

VISUAL AIDS

Which of the following visual aids contributed most to your learning experience?

1. Overhead projector

(1)	(4)	(9)	(3)	(2)	(5)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

2. Movies

(1)	(1)	(9)	(14)	(2)	(1)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

3. Video tape presentations

(2)	(1)	(8)	(9)	(3	(2)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

4. Slides

(3)	(7)	(7	(3)	(6)	(2)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

5. Chalkboard

(2)	(5)	(8)	(7)	(1)	(1)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

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6. Handouts

(1)	( )	(5)	(6)	(15)	(1)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

7. Demonstration of assessment procedures

(3)	(6)	(3)	(5)	(10)	(1)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

8. Charts

( )	(6)	(7)	(3)	(1)	(12)
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

OVERALL VIEW

1. Relevancy and effectiveness of course work

( )	( )	(2)	(7)	(6)	( )
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

2. Appropriate sequence of courses

( )	( )	(2)	(7)	(4)	(2)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

3. Extent to which the skills and knowledges acquired in the first Summer Institute can be used in your present or desired position

( )	( )	(5)	(3)	(5)	(4)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

4. Quality of instruction received

( )	( )	( )	(6)	(9)	(2)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

5. Quantity of instruction received

( )	( )	( )	(9)	(6)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

6. Level of instruction received

( )	( )	( )	(8)	(7)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

7. Syllabi presented for the courses were

( )	( )	(4)	(9)	(3)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

8. Specifications of goals or outcome for each course was

( )	( )	(4)	(11)	( )	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

9. Atmosphere of program created what type of rapport among the students

( )	( )	( )	(3)	(12)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

10. Professional support of students by professors

( )	( )	(1)	(7)	(11)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

11. Openness of professors to different points of view

( )	( )	( )	(11)	(4)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

12. Openness of professors to questions by students

( )	( )	( )	(7)	(7)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

13. Consideration of professors to expertise of students

( )	( )	( )	(6)	(7)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

14. Situations created so that students could learn from each other as well as professors

( )	( )	( )	(6)	(9)	(1)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

15. Professors stimulated student interest in the course

( )	( )	( )	(5)	(4)	(/)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

16. Professors encouraged students to think for themselves

( )	( )	( )	(4)	(5)	(/)
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

17. Professors were available for student appointments and consultations when requested

( )	( )	(/)	(4)	(5)	( )
Very Poor	Poor	Adequate	Good	Outstanding	Does Not Apply

LIBRARY FACILITIES

1. Was there sufficient materials available for you to use in the library?

( )	( )	(1)	(3)	(8)	( )
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

2. Was there sufficient library personnel to assist you in finding materials and answer questions?

( )	( )	( )	(2)	(10)	()
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

3. Was there a sufficient amount of reserve material available for your use?

( )	( )	( )	(3)	(9)	( )
Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply

4. Were you made aware of the library facilities and retrieval system early in the semester?
   Yes 11 No 1

5. Were you made aware of reserve materials early in the semester?
   Yes 11 No 1

6. Reserve materials should be placed on two hour reserve?
   Yes 9 No 2

7. Reserve materials should be placed on 24 hour reserve?
   Yes 5 No 5

8. Reserve material should be placed on 48 hour reserve?
   Yes 1 No 9

9. Reserve materials should be placed on one week reserve?
   Yes 1 No 7

10. Place 1 and 2 beside the two library services you found most beneficial.

8 reserve sections	8 library personnel
2 retrieval systems	4 study areas
4 reader's indexes	4 card catalogs
2 Eric	1 other _____
2 Microfiche	
5 copy cards	
9 location of Education Library in Sangren	

11. Indicate the two library services you found least beneficial.

____ reserve sections	____ library personnel
6 retrieval systems	2 study areas
1 reader's indexes	6 card catalogs
7 Eric	____ other _____
____ Microfiche	
____ copy cards	
____ location of Education Library in Sangren	

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LIBRARY FACILITIES

1. Was there sufficient materials available for you to use in the library.

Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply
(-)	(-)	(1)	(9)	(1)	(-)

2. Was there sufficient library personnel to assist you in finding materials and answering questions.

Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply
(-)	(-)	(-)	(2)	(9)	(-)

3. Was there a sufficient amount of reserve material available for your use

Never	Seldom	Sometimes	Usually	Consistently	Does Not Apply
(-)	(1)	(1)	(5)	(4)	(-)

4. Were you made aware of the library facilities and retrieval system early in the semester

Yes 8 No 3

5. Were you made aware of reserve materials early in the semester

Yes 8 No 3

6. Reserve materials should be placed on two hour reserve

Yes 5 No 6

7. Reserve materials should be placed on 24 hour reserve

Yes 5 No 6

8. Reserve materials should be placed on 48 hour reserve

Yes 3 No 8

9. Reserve materials should be placed on one week reserve

Yes 3 No 8

10. Place 1 and 2 beside the two library services you found most beneficial

____ reserve sections	1 library personnel
____ retrieval systems	____ study areas
____ readers indexes	____ card catalogues
____ Eric	____ other _____
____ Microfiche	
____ copy cards	
2 location of ERC in Sangren	

11. Indicate the two library services you found least beneficial

____ reserve sections	____ library personnel
2 retrieval systems	____ study areas
____ readers indexes	____ card catalogues
1 Microfiche	____ other _____
____ copy cards	
____ location of ERC in Sangren	

LABORATORY PRACTICA EVALUATION FORM

Site _____ Supervisor _____

Semester _____ Class standing Jr Sr Grad |||| |||| |||

		Low 1	2	3	4	High 5
1.	Laboratory accessability			3-4	4-3	5-3
2.	Experience contributed to knowledge of handicapped children			3 2	4 4	5-4
3.	Experience provided opportunities to apply information presented in class			3 2	4 3	5 5
4.	Feedback provided was beneficial and enhanced professional skills development	1	2	3	4 6	5
5.	Equipment provided was appropriate (type, sufficient number, safe)		2	3 4	4 4	5
6.	Laboratory assistant provided appropriate guidance and feedback so that successful practicum experience could be completed		2 3	3	4 3	5 3
7.	Experience provided ample opportunity to develop skills necessary to work effectively with handicapped children	1	2	3 4	4 2	5 3

8. Indicate components of the laboratory experiences which were most beneficial.
various handcaps - 1 ||||
swimming - group discussion - 1 |
enjoyed José + Angle - 1
Parent Contacts - 1
Dev Survey - 1
Tedious Paper work

9. Indicate components of the laboratory experience which were least beneficial.
student drop outs - 1 |
work with too many students - 1 |
Typing lesson Plans ||-||

10. List and elaborate on changes you feel would be beneficial to the experience for future students.
more orientation
Make sure children on-Time

work with less children
more time to review student record
more equip.
more pool time - 1 |
Lab too hot

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Where is your current type of employment

11 Public School ____ Private Agency

____ Private School ____ Residential Facility

____ Public Agency ____ Other

What is the level of exceptionality you instruct

____ Preschool 1 Senior High

2 Elementary ____ Post school

____ Junior High 6 More than one level

2 Other

What is the type of exceptionality with which you work

5 Emotionally impaired

6 Mentally impaired

4 Learning disabled

3 Developmentally disabled

6 Physically impaired

3 Hearing impaired

2 Visually impaired

severe + multiple handicapped

2 other List autistic Teacher

What is your current position (2) P.E. Teacher Assistant Instructor Vocational Assessment POHI Teacher orthoped hand. E.I. Teacher District Adapted P.E. Teacher Adapted P.E. autistic Teacher

Did your experience in the Summer Institute assist you in gaining a new position

2 Yes 9 No

What is the approximate percentage of ethnic minorities to non-minorities to whom you provide direct services

Ethnic minorities 30% Non-minorities 70%

What is the approximate percentage of racial minorities to non-minorities to non-minorities to whom you provide direct services

Racial minorities _____ Non-minorities _____

CURRENT EMPLOYMENT

Where is your current type of employment

|IIII| Public School ____ Private Agency

1 Private School 1 Residential Facility

1 Public Agency ____ Other

What is the level of exceptionality you instruct

11 Preschool 111 Senior High

111 Elementary ____ Post school

11 Junior High 111 More than one level

____ Other

What is the type of exceptionality with which you work

1111 Emotionally impaired

IIII Mentally impaired

111 Learning disabled

1 Developmentally disabled

1111 Physically impaired

11 Hearing impaired

11 Visually impaired

1 other List Regular Educ Kids

What is your current position el. PE - 1.1 Phys. Dev Jr. St. 1 Pre Program TMI-SMI-1
Teacher, Coo. 1 7th 8th EMI - 1 PhysEd 11
Resource Room

Did your experience in the Summer Institute assist you in gaining a new position

1 Yes 11 IIII No

What is the approximate percentage of ethnic minorities to non-minorities to whom you provide direct services

Ethnic minorities 1 / 10 / 5 / 10 / 0 / 35 / 7 / 8

Non-minorities 99 / 90 / 10 / 60 / 100 / 65 / 93 / 92

What is the approximate percentage of racial minorities to non-minorities to non-minorities to whom you provide direct services

Racial minorities 1 / 40 / 50 / 85 / 30 / 100 / 5 / 20 / 4

Non-minorities 99 / 60 / 50 / 15 / 60 / 0 / 95 / 20 / 96

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APPENDIX H ADDITIONAL EVALUATION INSTRUMENTS

EVALUATION OF LABORATORY EXPERIENCES

Student _____ Evaluator _____ Date 20 _____

PROFESSIONAL ATTRIBUTES	S	R	5	4	3	2	1	0
1. Arrives early								
2. Cooperates with peers/supervisors								
3. Maintains safe environment								
4. Maintains positive environment								
5. Neat appearance								
EQUIPMENT								
6. Ready before class								
7. Efficient lay-out								
8. Knows purpose								
9. Appropriate to situation								
10. Replaces equipment at end of class								
KNOWLEDGE								
11. Knows program code								
12. Knows program condition(s)								
13. Knows program criteria								
14. Demonstrates code property								
15. Selects activities commensurate with child needs								
INTERACTION WITH CHILD								
16. Uses reinforcement appropriately								
a. Correct behavior								
b. Attempt (clearly indicated)								
17. Directions short and clear								
18. Child waits minimally								
CHILD EVALUATION								
19. Organizes and records data properly								
20. Applies proper criterion								
21. Gives immediate feedback								
22. Conveys evaluation								
RECORDS								
23. Parent interview forms								
24. Long term goals								
25. Daily activity sheet								
26. Comments								
27. Substitution								
28. Files								
EMERGENCY								
29. Knows procedure								

Three minute samples of a total fifteen minute observation

KEY:		
	5 - Consistently	5 of 5 times
	4 - Usually	4 of 5 times
	3 - Sometimes	3 of 5 times
	2 - Occasionally	2 of 5 times
	1 - Rarely	1 of 5 times
	0 - Never	0 of 5 times

S - Situations occured	III ratio and numeric
R - Appropriate response occurred	II assignment

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PEGR 712
TRAINEE SELF-EVALUATION FORM

Name _____ No. Students ____ Site ____ Date _____

Estimate the percentage of time spent in the following teacher categories:

1. General observation ____
2. Management ____
3. Verbal instruction ____
4. Modeling ____
5. Physical guidance ____
6. Specific observation ____
7. Feedback to students ____

100%

Estimate how many times a minute (rate) the following occurred:

8. Positive reinforcement ____
9. Corrective feedback ____
10. Negative feedback ____

Estimate the percentage of time students engaged in the following behaviors:

11. Motor appropriate activities ____
12. Motor inappropriate activites ____
13. Motor supportive activities ____
14. Cognitive activities ____
15. Management ____
16. Off-task ____
17. Rested ____
18. Waited ____

100%

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CRTLE

Observation _____
Date _____

PEGR 712
Trainee Evaluation Form

Trainee _____ No. Students ____ Site ____ Evaluator _____

Preparation

Lesson Plan

Objectives:	A - C - C	Appropriate	Inappropriate
Format:	Detailed	Basic	Incomplete
Formation:	Detailed	Basic	Insufficient
Time:	Specified	Not Specified	
Equipment:	Type	Number	Arrangement

Comments:

IMPLEMENTATION

TEACHER BEHAVIOR					STUDENT BEHAVIOR			
CATEGORY	DUR	FREQ	%	RATE	CATEGORY	DUR	FREQ	%
1-GenOb					13-MA			
2-NegF					14-MA-I			
3-Rein					15-MS			
4-Corf					16-Cog			
5-Man					17-On-T			
6-Inst					18-Off-T			
7-Mod					19-Int			
8-PhyG					20-Wait			
9-N.T.Ver					TOTAL			
10-Off-T					TEACHER GOAL:			
11-SpOb					STUDENT GOAL:			
12-Pun								
TOTAL								

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APPENDIX I MANAGEMENT PLAN

PLAN OF OPERATION - MANAGEMENT PLAN

Management of the Competency Based Training Module for the preparation of Teachers of Physical Education for Handicapped Individuals will center around: (1) an academic year program designed to prepare undergraduate and graduate students in special education and physical education as approved Teachers of Physical Education for Handicapped Individuals; (2) a Summer Institute program designed to prepare 32 students (over four years) with a bachelor's degree in physical education as approved Teachers of Physical Education for Handicapped Individuals; (3) an on- campus practica site that is used for laboratory experiences during the Summer Institute and the academic year programs; and (4) an off-campus practica site that is used for laboratory experiences during the academic year program.

A. SUMMER INSTITUTE

The following management plan is an outline of procedures for obtaining laboratory students, laboratory assistants, graduate students, and evaluation of the Competency-Based Summer Institute program and the practica activities. Approximately sixty handicapped children will be accomodated during each session of the Summer Institute.

KEY

D - Director
PC - Project Coordinator
AC - Advisory Committee
S - Secretary
GS - Graduate Students
LA - Laboratory Training Assistant
US - Undergraduate Students
P - Parents

	ACTIVITY	PERSON	Approximate Dates
1.	Develop brochures for Summer Institute.	D/PC/AC	1/87
2.	Obtain names and addresses of handicapped children through Kalamazoo Valley Intermediate School District and the Kalamazoo Public School Systems.	S	1/87
3.	Write letters to parents of handicapped children explaining the program and soliciting students for the program.	D	1/87
4.	Mail initial brochures giving information on the State of Michigan Endorsement Program for Teachers of Physical Education for the Handicapped.	S	1/87
5.	Reserve facilities for Summer Institute.	D	1/87
6.	Mail letters to parents.	S	1/87

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7.	Devise Summer Institute program evaluation forms. Revise on basis of data collected during previous year.	D/PC/AC	2/87
8.	Mail final brochures and application forms for Summer Institute. Solicit laboratory assistants and students for Summer Institute.	S	3/87
9.	Collect letters of application from parents.	S	4/87
10.	Select Summer Institute students and laboratory assistant. Mail letters of acceptance and information on program of study at Western to students and laboratory assistant.	D/PC/AC	4/87
11.	Mail letters of confirmation of acceptance to parents.	S	5/87
12.	Summer Session begins.		6/87
13.	Train laboratory assistant to evaluate.	D/PC	6/87
14.	Train laboratory assistant to program.	PC	6/87
15.	Evaluate laboratory assistant.	D/PC	6/87
16.	Practicum experience begins.		7/87
17.	Supervision of laboratory practicum.	D/PC/LA	87
18.	Graduate students pre-test laboratory students.	GS	7/87
19.	Graduate students program for laboratory students under supervision of laboratory assistant.	GS/LA	7/87
20.	Graduate students project laboratory students progress.	LA	7/87
21.	Graduate students post-test laboratory students to determine progress.	LA	8/87

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22.	Evaluation of laboratory practicum.	LA	9/87
23.	Evaluation of laboratory program by faculty and staff.	D/PC/LA	9/87
24.	Evaluation of laboratory program by parents.	P	8/87
25.	Summer Institute ends.		
26.	Review of evaluation and Summer Institute, report preparation and presentation of summary of data collected.	D/PC/AC	8/37

8. ACADEMIC YEAR PROGRAM

Procedures for obtaining laboratory students, laboratory assistant, graduate students and evaluating the academic year Competency-Based Training Program and the practica activities. Sixty handicapped students will be accommodated during each fall and winter semester.

	ACTIVITY - Fall Semester	PERSON	Approximate Dates
1.	Mail brochures giving information on the State of Michigan Endorsement Program. Solicit laboratory assistant and students for academic year program.	S	3/87
2.	Write letters to parents of handicapped children explaining the program and soliciting students for the program.	D	4/87
3.	Reserve facilities for academic year program.	D	5/87
4.	Meet with administrative personnel of Woods Lake Elementary School to reaffirm program and reserve facilities.	D/PC	7/37
5.	Letter of response due from parents.		5/87
6.	Select academic year students and laboratory assistant.	D/PC/AC	6/87
7.	Fall Semester begins.		9/87
8.	Train laboratory assistant to evaluate undergraduates.	D/PC	9/87
9.	Mail letters of confirmation of acceptance to parents.	S	9/87

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10.	Train laboratory assistant to program.	PC	9/87
11.	Train laboratory assistant to evaluate undergraduates.	PC	9/87
12.	Evaluate assistant.	D/PC	9/87
13.	Practica Experience begins.		10/87
14.	Supervision of laboratory and off-campus practica.	D/PC/LA	10-12/87
15.	Graduate and undergraduate students pre-test laboratory students.	US/GS/LA	10/87
16.	Graduate and undergraduate students program for laboratory student under supervision of laboratory assistant.	US/GS/LA	10/87
17.	Graduate and undergraduate students project laboratory progress of student.	US/GS	10/87
18.	Write letters to parents soliciting students for Winter Semester.	D	10/87
19.	Mail letters of application from parents.	S	10/87
20.	Mail letters of confirmation of acceptance to parents.	S	12/87
21.	Undergraduate students post-test laboratory students to determine progress.	US/GS	12/87
22.	Evaluation of laboratory practicum.	US/GS	12/87
23.	Evaluation of laboratory program by faculty and staff.	D/PC/LA	12/87
24.	Evaluation of laboratory program by parents.	P	12/87
25.	Fall Semester ends.		12/87
26.	Review evaluations, prepare reports, and present summary of data collected.	D/PC/AC	12/87

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	ACTIVITY - Winter Semester	PERSON	Approximate Dates
1.	Winter semester begins.		1/87
2.	Send letter of confirmation to parents.	S	1/87
3.	Re-evaluate performance draft of laboratory assistant a. ability to program b. ability to evaluate	D/PC	1/87
4.	Evaluate laboratory assistant.	PC	1/87
5.	Practicum experience begins.		2/87
6.	Supervision of laboratory practicum.	D/PC/LA	2-4/87
7.	Undergraduate and graduate students pre-test laboratory students.	US/GS	2/87
8.	Undergraduate and graduate students program for laboratory students under supervision of laboratory assistant.	US/GS/LA	2/87
9.	Undergraduates and graduate students project laboratory student's progress.	LA	2/87
10.	Undergraduate and graduate students post-test laboratory students to determine progress.	LA	2/87
11.	Evaluation of laboratory practicum.	LA	4/87
12.	Evaluation of laboratory program by faculty and staff.	D/PC/LA	4/87
13.	Evaluation of laboratory program by parents.	P	4/87
14.	Winter Semester ends.		4087
15.	Review of evaluation, report preparation, and presentation of summary of data collected.	D/PC/AC	5/87
16.	Analysis and organization of three year project results.	D/PC/AC	
17.	Dissemination of information of three year project.	D/PC	

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Appendix - K

JUSTIFICATION OF BUDGET

B. REQUESTED RESOURCES

1. Salary for Project Director (.50 FTE Spring Session and 100 Summer Session) to perform duties outlined in Management Plan and Responsibilities of Key Personnel. Overall the project director will be responsible for the management of the grant including coordinating all meetings with the advisory committee, scheduling and coordinating all classroom and practica activities for the trainees, and coordinating all lectures and workshops for the consultants. The project director will control the budget, supervise the development of the evaluation instruments and prepare all reports project products.

2. Salary for Project Coordinator (.50 FTE Spring Session and .50 FTE Summer Session) to perform duties outlined in Management Plan and Responsibilities of Key Personnel. The Project Coordinator will serve as the liaison between the project staff and the Kalamazoo Public School System. Major responsibilities include supervision of project students during practica, training laboratory assistants to provide systematic and individualized physical education instruction and evaluating project student's practica performance. In addition, the Project Coordinator will assist the Project Director in devising evaluation instruments and preparing the annual evaluations and project reports.

3. Secretary (20 hrs. week x 16 weeks) to type, duplicate and mail communications among the project staff, advisory committee, elementary school personnel and other persons involved with the proposed project. It is anticipated that the secretary will have access to the department word processing unit and will store such records as the evaluation instruments, developmental survey, class syllabi, and annual reports. Specific duties are:

   - Provide assistance to the director and coordinator of the proposed project.
   - Prepare and mail all correspondence to the advisory committee, parents and other personnel.
   - File materials, supplies and related documents.
   - Maintain files on all personnel and students involved with the project.
   - Store all documents and permanent materials on a word processing system.
   - Fulfill other duties and responsibilities normally assigned to secretaries.

4. Laboratory Assistants A laboratory assistant is requested for the Summer Institute and also for the Academic Year Program. Duties of the laboratory assistant were outlined in the section Qualifications of Key Personnel and include arriving two weeks prior to the arrival of project students, demonstrating ability to assess, plan individualized instructional programs, evaluate the effects of the program on handicapped children and supervising laboratory experiences of undergraduate and graduate trainees.

5. Student Tuition and Stipends to offset the cost of tuition for 12 hours of course work each summer for 16 students and provide a stipend of $80 a week for living expenses. Financial support during the Summer Institute will be used to attract quality physical education students who desire to retrain or train in order to provide mandated physical education services for handicapped children. The financial assistance also allows full-time enrollment as well as a more concentrated focus which makes it possible to train a greater number of qualified personnel in a shorter period of time.

6. Consultant - Four Days A nationally recognized leader in adapted physical education will serve as consultant during the Summer in order to: (1) review laboratory and approval program policies, procedures, and evaluation techniques and make recommendations for changes; (2) present a lecture on future training and research needs in adapted physical education; and (3) introduce trainees and faculty in physical education and special education to national needs and developmental programs for handicapped children.

7. Travel Partial funding for the Project Director and Coordinator and Laboratory assistant to attend state, regional and national conferences to present papers and disseminate information on the Competency-Based Training Module.

8. Modem and Communications Software for Microcomputer to interface the keyboard monitor with the main-frame computer. This will enable the project staff to gain access to one of the three main-frame computer systems of Western Michigan University.

9. Special Effects Generator is a video adaptation that permits the simultaneous timing and recording of two actions on a single video cassette at the same time. This allows a systematic and objective observation of the teacher and student during a teaching lesson. Later reviews of the video cassette tape are used to monitor the progress of the trainee and the effects of the instruction provided for the handicapped children.

10. Printing Brochures and Duplicating Materials Funds will be used to print two brochures yearly that advertise the proposed project and solicit laboratory assistants and graduate trainees. Brochures will be mailed to public and intermediate school districts in the State of Michigan, personnel directors of Michigan high schools and regional national colleges and universities that have programs in physical education or special education. Duplicating funds will be used to reproduce such items as teaching materials, assessment tools, evaluation instruments, advisory committee meetings and annual reports.

APPENDIX J DISSIMINATION PLAN

DISSEMINATION THROUGH NATIONAL AND INTERNATIONAL ORGANIZATIONS

1987 Conferences

Organization	Date	Place	Anticipated Presentation
National AAHPERD	April 13-17	Las Vegas, NV	Increasing Teacher Effectiveness in the Instruction of Special Children
Midwest AAHPERD	February 12-15	Chicago, IL	Increasing Teacher Awareness of Potential Learning Disabilities--What Screening Tests Indicate
National Education Association	June 30-July 5	Los Angeles, CA	Increasing Teacher Awareness of Potential Learning Disabilities--What Screening Test Indicate
American Association of College Teacher Educators	TBA	TBA	Reliability of Self-Instructional Models
Council for Exceptional Children	April 20-24	Chicago, IL	Predictive Value of Perceptual-Motor Ocular-motor and Sensori-Motor Assessment Tools
7th International Conference on Adapted Physical Activity		Foreign Country	
International Association of Learning Disabilities			Preventive Remediation Identifying Children with Potential Learning Disabilities
National Conference on Physical Activity for Handicapped	August	Washington, D.C.	Individualizing Perceptual, Sensori-and Ocular-Motor Activities

1988 Conferences

National AAHPERD	April 6-10	Kansas City	Effectiveness of Systematic Observation in Special Population Practicum
National Education Association	July 2-7	New Orleans, LA	Effects of Self-Instructional Training Modules on the Reliability of Teacher Identification of the Potential Learning Disabled Child.

American Association of College Teacher Educators	TBA	TBA	Types and Uses of Feedback in Teacher Training Programs for Learning Disabled Children
Council for Exceptional Children	March 28-April 1	Washington, D.C.	Predictive Value of Screening Assessment Tools
8th International Association of Learning Disabilities			Remediation of Sensori-Motor, Perceptual-Motor and Ocular-Motor Dysfunctions
National Conference on Physical Activity for the Handicapped	August	Washington, D.C.	Effects of Individualized Physical Education Programming on Acquisition of Perceptual-Motor Skills

1989 Conferences

National AAHPERD	April 19-23	Boston, MA	Maintenance Levels of Teaching Competencies During the First Year of Teaching
National Education Association	June 30-July 5	Washington, D.C.	Interpretation of Sensori-Motor, Perceptual-Motor and Ocular-Motor Assessment Tests
American Association of Teacher Educators	TBA	TBA	Generalizing Training Competencies Into the Applied Setting
Council of Exceptional Children	April 3-7	San Francisco, CA	Effect of Acquisition of Perceptual-,Sensori- and Ocular-Motor Skills on Academic Skills
9th International Association on Adapted Physical Activity			Translating Assessment Results into Purposeful Remediation
International Association of Learning Disabilities			Effectiveness of Videotapes and Slides in Self Instructional Training Modules for Teachers
National Conferences on Physical Activity	August	Washington, D.C.	Accountability and Programming: How Realistic Are Our Goals?

DISSEMINATION OF ARTICLES TO NATIONAL PUBLICATIONS

Dissemination of articles on SELECTED COMPONENTS of the proposed project to prepare elementary teachers to enhance handicapped student's education will be accomplished through articles submitted to publications that are concerned with physical and educational programs for handicapped children and intervention programs for elementary children who are low achieving or marginal students.

It is anticipated that each of the formal presentations mentioned in the previous section will be further developed into articles and submitted to the following journals and publications for consideration.

Periodicals/Journals	Address
Exceptional Children	Council for Exceptional Children 1920 Association Dr., Reston, VA 22091
Exceptional Education Quarterly	Aspen Systems Corporation 1600 Research Boulevard Rockville, MD 20850
Exceptional Parent	P.O. Box 641 Penacook, NH 03301
Journal of Applied Behavior Analysis	Department of Human Development University of Kansas Lawrence, KS 66045
Journal of Learning Disabilities	101 East Ontario Street Chicago, IL 60611
Journal of Physical Education and Recreation	American Alliance of HPERD 1900 Association Drive Reston, VA 22091
Journal of Rehabilitation	National Rehabilitation Association 633 S. Washington Street Alexandria, VA 22314
Journal of Special Education	Grune & Stratton, Inc. 111 Fifth Avenue New York, NY 10003
Learning Disability Quarterly	The Division for Children With Learning Disabilities (DCLD), Council for Exceptional Children 1920 Association Drive Reston, VA 22091
Pediatrics	American Academy of Pediatrics Box 1034 Evanston, IL 60204
Perceptual and Motor Skills	Box 9229 Missoula, MT 59807

The Physical Educator	Special Population Issues 9030 Log Run Drive, North Indianapolis, IN 46234
Rehabilitation Literature	National Easter Seal Society 2023 West Ogden Avenue Chicago, IL 60612
Research Quarterly for Exercise and Sport	American Alliance for HPERD 1900 Association Drive Reston, VA 22091
Teacher Education and Special Education	Council for Exceptional Children - 1920 Association Drive Reston, VA 22091
Teaching Exceptional Children	Council for Exceptional Children 1920 Association Drive Reston, VA 22091
Child Development Abstracts and Bibliography	University of Chicago Press
Educational Resources Information Center (ERIC)	National Institute of Education
Exceptional Child Education Resources	Council for Exceptional Children
Educator's Guide to Free Films, Audio and Visual Material, and Filmstrips.	Educators Progress Service, Inc. Randolph, WI
National Information Center for Educational Media (NICEM)	University of Southern California